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ABSTRACT

This packet of materials is designed for elementary and secondary teachers and administrators who are engaged in inservice education and interested in the movement to eliminate sexism in schools. Two major purposes of the packet are to help a school district start an inservice course on sexism in education and to show the potential of such a course for the development of a broader women's studies inservice program. The four major components of the packet are (1) a cassette containing information on new and significant research by and about women (not available from ERIC), (2) women's studies inservice course outlines, (3) samples of curriculum materials produced by teachers in inservice courses, and (4) an annotated listing of key resources. Titles of sample introductory courses are Sex Stereotyping; Sex Stereotyping in the Schools; Sexism in American Schools; The Hidden Curriculum: Discovering and Overcoming School Sexism; and Nonsexist Education: Strategies and Change. Titles for specialized courses in particular disciplines are Women and the Law; Women in U.S. History; and Women in Literature. Samples of elementary level curriculum materials are on Fairy Tales and on Sexist Myth Explosion for Young Children; sample secondary level materials are on The Growth of Labor Unions in America: Lowell, Massachusetts and on Physical Education. The selective list of resource organizations and groups and a list of Feminist Press publications conclude the document. (ND)

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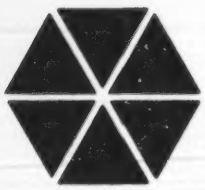

WOMEN'S STUDIES FOR TEACHERS AND ADMINISTRATORS: A PACKET OF INSERVICE EDUCATION MATERIALS

SO009614

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THE CLEARINGHOUSE ON WOMEN'S STUDIES

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INTRODUCTION

This packet of materials has been produced for teachers and administrators who are engaged in inservice education and interested in the movement to eliminate sexism in the schools. The packet has two basic goals: 1) to help a school district start an inservice course on sexism in education, and 2) to show the potential of such a course for the development of a broader women's studies inservice program.

Since the summer of 1973, The Feminist Press has been involved in inservice education locally and nationally. Locally, we have taught introductory and specialized courses for Long Island teachers and administrators, and we have offered courses for individual school districts as well. Nationally, we have sponsored a conference (November 1974) on inservice education and women's studies, called "Re-educating a Generation of Teachers," which was attended by more than 300 educators from coast to coast. Originally prepared for that conference, this packet of materials has been refined and augmented as a result of it.*

Why Women's Studies Inservice Education?

The teacher and the textbook are the heart of every curriculum. Texts that omit or distort the role of women are easy to identify and criticize—in fact, the very processes of identification and criticism have become an important part of women's studies inservice training. It is far more difficult, however, to document the character of sexist behavior in the classroom, to get to the hidden assumptions about female inferiority and male superiority, and even more difficult to devise the means for redirecting the practice of teachers and administrators. Yet it is the awareness of these teachers and administrators that will be the ultimate key to providing equal opportunity in education.

For more than a decade now, scholars have been engaged in new research about women. Research in such areas as socialization patterns, biology, history and literature, for example, has produced a significant new body of knowledge that demands revision of the curriculum. It is not simply that most history texts devote less than a page to the women's suffrage movement; it is, rather, that the omission of all the contributions of women to humanity has distorted the past. Further, the use of easy and untested assumptions about the alleged "nature" of women confuses and miseducates students, both female and male, about their possible futures.

Fortunately, more and more educators are becoming aware of the need for changing both texts and curriculum. Much of the impetus for this new awareness has come from the campus, where, for the past six years, courses and programs in women's studies have been developed. There are now more than 125 women's studies programs and 5000 women's studies courses at more than 850 institutions of higher learning. A few thousand public school teachers have been able to take women's studies courses at their local universities and have begun to question both the curriculum's bias and the sexism in their classrooms. But considering that there are millions of public school teachers throughout the country, there are relatively few women's studies educational programs.

*We are grateful to The Rockefeller Family Fund for partial support of the inservice program, the conference and this packet.

A movement toward women's studies inservice education is now in its earliest stages, though it has not received the public attention accorded collegiate women's studies. That movement has two tasks, both of equal consequence.

First, every school system needs to organize an introductory course on the general problem of sexism and the schools. Its purposes would be:

—to introduce educators to the problem of sex bias, its manifestations in the visible curriculum and texts as well as in the practice of teachers and administrators;

—to introduce educators to the effects of sex bias on the achievements of females and males;

—to devise strategies for changing sexist curriculum and texts;

—to devise strategies for changing sexist attitudes and behavior patterns of administrators and teachers;

—to devise strategies for intervening in the sexist behavior patterns already established by students.

Second, every school system needs to organize a women's studies inservice program that educates teachers in their own subject areas. Courses in such a program should include:

—for high school English and language arts teachers, a course that would analyze images of women and men in the current texts, and that would also introduce lost or forgotten women writers;

—for high school history and social studies teachers, a course on women in American history including such topics as women in the colonies, frontier women, women's role in the development of labor unions, the education of women, the abolition and suffrage movements, and so forth;

—for the elementary school teacher, a course that would analyze images of females and males in children's books and school readers with suggestions for alternative nonsexist books and strategies for using the traditional ones in nonsexist ways.

One school system—Seattle's—has begun this task (their course descriptions appear on page 9). We are also aware that other school systems have developed courses on racism and the contributions of minority groups. Unfortunately, these do not usually attend to the histories, lives and contributions of minority women. As inservice courses in women's studies are developed, we expect that educators will pay close attention to differences of race, class and ethnicity, as well as to the commonalities of most women.

We would like to conclude this opening section of the introduction with a sense of optimism. We feel the time has come when we can begin to envision the achievement of educational equity for children of the future. At last many tools are at hand—federal and state legislation, local pressure and implementation, needed materials and information. But of course it will be up to the school systems in the country, and the teachers and administrators they employ, to accomplish the task at hand. Until human and financial resources are directed toward the retraining of all school personnel, there is little chance of eliminating sexism, racism and all the stereotypes which restrict children of both sexes.

Legal Mandates

Federal

"We can wait no longer. Equal education opportunity for women is the law of the land—and it will be enforced." With this statement, Secretary of Health, Education and Welfare (HEW) Caspar Weinberger released the Administration's final version of the regulation to implement Title IX of the Education Amendments of 1972. And on July 21, 1975, the regulations became effective as signed by the President of the United States. HEW offices across the country have been stockpiling complaints received under Title IX, and now the passage of the regulations provides meaningful criteria on which to base compliance reviews.

Title IX assures that "no person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid. Basically, the regulations cover five categories: general matters related to discrimination, admissions, treatment of students once admitted, employment and procedures. It is expected that the most direct and immediate impact on female students will first be felt in the areas of athletics, vocational education and counseling.

On the other hand, three crucial elements of every educational institution—textbooks, curriculum and teacher behavior—have been specifically excluded from the new regulations, despite their presence in early drafts. It may be, however, that such matters are implicit in the general spirit of the law and that the courts will have to decide whether or not sexist texts, for example, deny students "the benefits of" equal educational opportunity. Thus, to have Title IX, however diluted, is a substantial step forward. Schools will be forced to move toward compliance, and there is increased general awareness of the blatant and subtle forms of discrimination in education and society as a whole.*

State

While Title IX provides broad federal regulations on nondiscrimination, comparable legislation at the state level strengthens the likelihood of its enforcement and provides additional channels and procedures for legal action. Encouragingly, the past several years have witnessed a growing trend toward the passage of state laws covering school curriculum issues. To date, some 19 states have legal mandates.

Massachusetts, New Jersey and California were among the first to provide comprehensive prohibitions of educational sex discrimination which are similar to Title IX. The California State Education Code has been further amended specifically to include teacher behavior and textbooks. It is a particularly noteworthy model for action:

- —no teacher shall give instruction nor shall instructional materials be used in the public schools which contain any matter reflecting adversely upon persons because of their sex.
- —no teacher shall give instruction nor shall a school district sponsor any activity which reflects adversely upon persons because of their race, sex, creed, national origin or ancestry.

*Copies of the full guidelines may be obtained from your Representative or Senator. You may also ask for a copy of the Congressional Record, July 18, 1974, E4863-4864, which contains a more detailed critique of the original proposed regulations prepared by Representative Bella Abzug and the Women's Equity Action League (WEAL).

–no textbook, or other instructional materials shall be adopted by the state board of any governing board for use in the public schools which contains any matter reflecting adversely upon persons because of their race, sex, color, creed, national origin or ancestry.

Various states have also enacted legislation which covers nondiscrimination in specific areas of study:

–Massachusetts demands the development of "survival" courses combining home economics and shop.
–California requires the inclusion in school curricula of the history and contributions of minorities and women.
–Michigan calls for female participation in all non-contact interscholastic athletics.
–Kentucky provides for competitive basketball opportunities for females.
–New Jersey requires all American history courses to give adequate attention to the role of women.

In addition, documents produced by New York, Minnesota and New Jersey, among others, mandate inservice training–specifically to explain sex bias in education–to be made available to all school personnel.

Local School Systems

Ultimately, it will be up to individuals and schools at the local level to ensure that their systems comply both with the letter and the spirit of the new regulations. Until now, it has been the pressure applied by parent, teacher and community groups that has brought about the changes which, in many ways, are as significant as Title IX:

–The Minneapolis Public Schools Task Force on Sexism demands that all public school personnel participate in an inservice program on sex-role stereotyping.
–Dallas' affirmative action plan requires inservice courses dealing with sex discrimination and charges existing teacher centers and libraries to add new material on the history and accomplishments of women.
–Seattle's Public Schools offered 14 women's studies courses as part of its Professional Study Program in 1974-75.
–The Committee to Study Sex Discrimination in the Kalamazoo Public Schools was the first to challenge the use of sexist texts to enact an affirmative action program in the local schools.
–The Manhasset, Glen Cove and Garden City (Long Island) systems have sponsored sexism in education inservice training programs for the teachers in their districts.

How to Use This Packet

Four major components organize this packet of materials: 1) a cassette containing information on new and significant research by and about women; 2) women's studies inservice course outlines; 3) samples of curriculum materials produced by teachers in inservice courses; 4) an annotated listing of key resources. The packet has been designed so that all printed sections can be easily reproduced.

Cassette

An hour-long cassette contains edited versions of four speeches given at The Feminist Press' national conference, "Re-educating a Generation of Teachers." Florence Howe, Professor of Humanities and Coordinator of Women's Studies at SUNY/College at Old Westbury, emphasizes the need for women's studies inservice education; Elaine Showalter, Coordinator of Women's Studies and Associate Professor

of English, Douglass College/Rutgers University, outlines the startling conclusions of her research on women writers; Mary Rothschild, formerly Director of Women's Studies at the University of Washington and the University of Puget Sound, now Assistant Professor of History at Arizona State University, describes concretely how a new women's history is being taught in classrooms across the country; and Selma Greenberg, Professor of Education at Hofstra University, dramatizes the findings of her research in sex-role socialization.

Both teachers and administrators can effectively use the cassette in a variety of ways:

—for staff development sessions;
—to convince administrators and other personnel of the need for inservice courses in women's studies;
—in a general introductory course on sexism in education;
—in a specialized course on history, literature, sociology or biology.

Women's Studies Inservice Course Outlines
New curricular planning often begins with the study of model course syllabi. A variety of tested and successful syllabi has been included, therefore, designed for elementary and secondary school teachers.

Two general types of courses are included. The first—or introductory—type begins by describing sex-role stereotyping and socialization, examining their impact on children, and exploring the ways schools and other institutions contribute to their perpetuation. The second—or specialized—type concentrates on a particular discipline, and provides teachers with new information useful for supplementing the traditional curriculum or for initiating new women's studies courses in their schools.

While the introductory course may be consciousness-raising in a way that affects the behavior of teachers in the classroom, the specialized course aims to stir teachers to review their specific fields of concentration and learn new and significant bodies of knowledge. Both focus on change, giving teachers the opportunity to develop ways of eliminating sexism from their behavior and their curriculum.

Samples of Curriculum Materials
In the introductory courses on sexism in education, teachers have been asked to produce pieces of nonsexist curriculum for presentation to the inservice class itself. Often teachers have also tried the curriculum in their own classrooms and then reported the results. Thus both the individual teacher and others in the inservice class benefit from the experience. In a class of seventy-five teachers that had been divided into fourteen small curriculum-planning groups, for example (University of Washington, Summer 1974), each teacher took away fourteen different pieces of nonsexist curriculum for possible use in her/his classroom.

Resource List
Demands for nonsexist educational reform have been growing steadily during the past five years. This resource list selects those organizations and groups that have been actively engaged in educational change. They are the pioneers who have applied the pressure, done the research and produced the materials necessary to the formation of women's studies inservice courses and programs.

SEATTLE PUBLIC SCHOOLS

Adapted from "Professional Study Program: 1974-1975," inservice course descriptions for the Seattle Public Schools.

SEX STEREOTYPING

Social History of the American Woman

This college course explores the history of American women as a social group and the kinds of lives American women have led since the Seventeenth Century. Special attention will be given to changing patterns, evolution of family life and child rearing, and changes in work and education. Although an examination of feminism and "great women" is offered, emphasis is on an analysis of women as a caste and class in America's history. There are few traditional textbooks. Participants read books and articles and look into diaries and journals of the period. Students are encouraged to do primary research and write their family histories. Material useful for classroom teaching will be emphasized.

Fall/Margaret Hughes/T/4-6:30 pm/Sept. 24-Dec. 10.
Open to all staff members for three extension credits.

Sex Stereotyping: The Elementary School

This new course will focus on the elimination of sex stereotyping in the elementary school. Teachers will have an opportunity to review for sexism the books they are using, and then plan activities and prepare related materials to overcome the sexism in existing books. Teachers will review library books, films and records and become familiar with current nonsexist resources and with materials pertaining to the contributions of women through history and in American life. Attention will be given to discussions and projects which elementary school students can be involved in at school or at home so that they can become more aware of sex stereotyping.

Fall/Staff/T/4-6 pm/Oct. 1-Nov. 5. Winter/Staff/Th/4-6 pm/Jan. 23-Feb. 27.
Open to all staff members for one professional credit.

Sex Stereotyping in Schools and Society

This is a repetition of an introductory course about sex stereotyping, the tendency to see young people as girls or boys rather than individuals. The course is designed to help teachers become more aware of sex stereotyping in and out of school, and to suggest ways that such stereotyping can be eliminated in the school situation. Sessions will concentrate on sex-role socialization in the family, in the media and in school—curriculum, courses and teaching/learning materials. Women in history will be considered. Nonsexist books and materials on women's studies prepared in various parts of the United States will be available as resources.

Fall/Staff/Th/4-6 pm/Oct. 3-Nov. 7. Winter/Staff/T/4-6 pm/Jan. 21-Feb. 25. Spring/Staff/M/4-6 pm/Apr. 7-May 12.
Open to all staff members for one professional credit.

Women in American History

This new course will be an exploration of the history of American women as a social group. Participants will examine feminism and "great women," and will explore women's roles in society;

women's contributions to society, and the commonalities and differences among women due to class and ethnic background. The instructors will especially emphasize information and materials available for junior high and senior high school courses. Participants will be asked to develop a lesson or mini-unit related to women in American history for use with their students.

Fall/Mary Rothschild/M/7-9 pm/Oct. 7-Nov. 18. Winter/Staff/T/4-6 pm/Jan. 21-Feb. 25.
Open to all staff members for one professional credit.

Women and the Law

This new course explores the conceptualization of women by the legal system as well as the past and current legal position of women in this society. Among areas analyzed are employment discrimination and the current remedies to counteract it, education and the new legislation in this area, status discrimination (e.g., credit, insurance, tax, domicile), and physical "discrimination" (e.g., abortion, rape, prostitution).

Fall/Julie Herak/M/4-6 pm/Oct. 7-Nov. 18.
Open to all staff members for one professional credit.

Women in Literature

This new course will explore literature by and about women. We will consider past and modern works by English and American novelists and poets, with particular emphasis on their treatment of feminine characters and themes. Applications to language arts courses at the junior and senior high school levels will be discussed. Participants will be asked to develop a lesson or mini-unit related to women in literature for use with their students.

Fall/Staff/Th/4-6 pm/Oct. 3-Nov. 7. Spring/Staff/T/4-6 pm/Apr. 1-May 6.
Open to all staff members for one professional credit.

Eliminating Sex Stereotyping

This new course will point out sex stereotyping in a variety of school programs, particularly in junior high, middle and high schools. Attention will be given to sexism in sports and gym facilities and programs; and in courses and materials pertaining to health, sexuality, the family and child guidance. Emphasis will be placed on developing methods for eliminating sex stereotyping in these programs.

Winter/Staff/M/7-9 pm/Jan. 20-March 3.
Open to all staff members for one professional credit.

Women and Work

This new course will be concerned with women and the world of work. It will include a historical summary of women working outside the home, a summary of past and current statistics pertaining to working women, a consideration of the discrimination that women face, and an examination of laws and affirmative action programs designed to counteract such discrimination. Career awareness materials and programs will be reviewed for sexism as will career counseling procedures and vocational courses and programs.

Spring/Staff/T/7-9 pm/Apr. 8-May 13.
Open to all staff members for one professional credit.

Phyllis Arlow, Coordinator
The Feminist Press

State University of New York
College at Old Westbury
Fall 1973

SEX STEREOTYPING AND THE SCHOOLS

Session I: **Introduction and Overview of the Course.**

This course is designed to provide participants with a substantial exposure to the implications of sex-role stereotyping in education, K-12. We will examine the data available, develop insights into our own practice as educators and parents, and devise practical alternatives and skills useful for changing attitudes about sex roles.

Goals: Specifically, course participants will:
1. Learn about the historical development of sexism in education.
2. Gain awareness of sexist approaches and materials in schools.
3. Develop evaluative criteria and strategies for creating nonsexist teaching, schools and curriculum.
4. Develop, teach and evaluate one lesson which demonstrates nonsexist teaching in their curriculum area.

Text: Nancy Frazier and Myra Sadker. *Sexism in School and Society.* New York: Harper & Row, 1973. (Homework readings refer to this book, unless otherwise indicated.)

Homework: Observe students in your class. How do girls and boys act differently? List five specific behaviors.
Readings: pp. 1-35.

Session 2: **The Family: Early Socialization of Children in the Home.**

Homework: Observe sex roles in a family. What did you learn as a child that taught you how to be a male/female? What chores in the family are done by whom? When preparing for an outing, who does what chores? What is the atmosphere like? List 1-2 pages of observations.
Readings: pp. 38-66, pp. 67-85 (family), pp. 69-74, pp. 85-110 (schools).

Session 3: **The Family: How the School Reflects and Reinforces Early Socialization.**

Homework: You are entering "The Most Sexist Ad of the Year" contest. Bring a prize-winning entry to class. Be prepared to talk about why your entry is sexist.
Readings:
Lucy Komisar, "The Image of Woman in Advertising," *Woman in Sexist Society,* Vivian Gornick and Barbara Moran, eds. (New York: Basic Books, 1971), pp. 304-317.
A Redstocking Sister, "Consumerism and Women," *Woman in Sexist Society,* pp. 658-664.

Session 4: **Sexism in the Media: Magazines, Newspapers, Songs.**

Homework: Watch a TV program, especially one which students usually watch, even if you hate it. Record adult role models, vocations, domestic chores, evidence of

incompetence and mishaps, humiliation of the opposite sex. Pay attention to what was advertised on commercial breaks. Notice voice-overs and relationship of product to program.
Readings:
Alice Embree, "Media Images I," *Sisterhood is Powerful,* Robin Morgan, ed. (New York: Vintage, 1970), pp. 175-191.
Florika, "Media Images II," *Sisterhood is Powerful,* pp. 191-197.

Session 5: **Sexism in the Media: Television and Cinema.**

Homework: "Evaluating Sexism in your School"—a questionnaire. Please complete and bring to the following class.

Sessions 6, 7: **Saturday Workshop: The Sociology of Education and the Structure of Power.**

Homework: Worksheet for examination of textbooks will be distributed. Curriculum project to be discussed.
Readings: pp. 114-140.

Session 8: **The Role of the Schools: Textbooks.**

Homework: Continue work on curriculum project.

Session 9: **The Role of the Schools: Curriculum.**

Homework: Talk with the guidance counselor at your school about such things as general attitudes toward career counseling (Is there a different approach for boys and girls?); testing and school records policy (Are there any tests or school records used as a basis for counseling?); scheduling policy (What is the school policy toward programming students for home economics, shop, math, science or health courses?).
Continue work on curriculum project.

Session 10: **The Role of the Schools: Attitudes of Teachers, Counselors and Administrators.**

Homework: Continue work on curriculum project.
Readings: pp. 144-173, pp. 160-166.

Session 11: **Development of a Nonsexist Curriculum.**

Homework: Continue work on curriculum project.
Readings: pp. 177-205.

Sessions 12, 13: **Saturday Workshop: The Educator as a Change Agent in the School System.**

Presentation of curriculum development project by students.
Readings:
"An Action Proposal to Eliminate Sex Discrimination in the Ann Arbor Public Schools," March, 1972.
Would this proposal work in your school district?

Session 14: **Strategies for Change.**

Options, evaluations, procedures for instituting inservice courses.

Betty Levy
American Studies and
The Feminist Press

State University of New York
College at Old Westbury
Fall 1974

SEX STEREOTYPING IN THE SCHOOLS

Readings:

Nancy Frazier and Myra Sadker. *Sexism in School and Society.* New York: Harper & Row, 1973.

Judith Stacey, Susan Bereaud and Joan Daniels, eds. *And Jill Came Tumbling After: Sexism in American Education.* New York: Dell, 1974.

Laurie Olsen Johnson, ed. *Nonsexist Curricular Materials for Elementary Schools.* Old Westbury: The Feminist Press, 1973.

Carol Ahlum and Jacqueline M. Fralley, eds. *Feminist Resources for Schools and Colleges.* Old Westbury: The Feminist Press, 1973.

Ann Arbor National Organization for Women, Committee to Eliminate Sex Discrimination in the Public Schools and the Discrimination in Education Committee. "An Action Proposal to Eliminate Sex Discrimination in the Ann Arbor Public Schools," March, 1972.

Goals:

—To increase awareness of how schools reinforce sex-role stereotypes and of the implications of this stereotyping for girls and boys, grades K-12.
—To develop ways to evaluate existing sexist practices and curricula in schools.
—To develop, teach and evaluate one lesson designed to heighten, challenge and change your students' understanding of sex roles. (Lessons are to be developed with at least one other person.)
—To develop one follow-up lesson, based on the results of the first.
—To plan strategies for changing sexist practices in your school and/or school district.

Session 1: **Course Introduction.**

Why a course on sex-role stereotyping? What are sex-role stereotypes? List. How "real" are they? How "desirable" are the masculine ones? the feminine ones? Formation of Small Groups: Discussion of sample classroom anecdotes describing behaviors of boys and girls.

Session 2: **Sex-Role Socialization.**

For Large Group: Read in Stacey, articles by Horner (43-63), Hartley (185-198), Baruch (199-211); in Frazier & Sadker, Ch. 4. Read "X: A Fabulous Child's Story," by Lois Gould, reprinted from *Ms.* Magazine, December, 1972.
For Small Groups: Observe the boys and girls in your class. List specific ways the boys indicate "sex-role pressures" which Hartley describes. List specific ways the girls indicate the "sex-role attitudes" which Horner and Baruch describe. Fantasize how these behaviors would be different if all your students were like "X."

Session 3: **Sex-Role Socialization.**

For Large Group: Read in Stacey, articles by Pitcher (79-90), Bergman (110-115), *Ms.* Magazine (123-125); in *Materials,* by Howe (25-32).
For Small Groups: Watch a TV program which is a favorite of your students. Observe and record the role of men and women, boys and girls. Notice tasks and jobs of each, examples of incompetence and put-downs. Discuss the program with your students and report back on (a) your observations of the program and (b) students' reactions.

Session 4: **Schools: Textbooks/Slide Show.**

For Large Group: Read in Stacey, Women on Words and Images (159-177), Federbush (178-184), Trecker (249-268).
For Small Groups: Read in *Materials* packet, section "For the Classroom." Design and teach a lesson to your small group. Evaluate and plan ways to redesign for actual teaching for your students.

Session 5: **Teacher Socialization and Behavior.**

For Large Groups: Read in Stacey, articles by Sexton (138-141), Levy (142-146), Sears and Feldman (147-158), Reich (337-343).
For Small Groups: a) Read in *Materials* packet, p. 6. Be prepared to report back on your own self-observations of your behavior with your students. b) Presentation and evaluation of lessons (continued).

Session 6: **Elementary Schools.**

For Large Group: Read in Sadker & Frazier, Ch. 5; in Stacey, Joffee (91-109).
For Small Groups: Skim *Feminist Resources* guide; *Materials* checklists, pp. 7-9, 21, 24. Bring in a copy of a textbook you are using in your classroom. Evaluate it for sex-typed content. Plan specific ways to supplement it or to help students evaluate it for sex stereotyping.

Session 7: **High Schools.**

For Large Group: Read in Sadker & Frazier, Ch. 6; in Stacey, articles by Bull (213-223), Rothstein (224-235), Tiedt (236-240), Di Rivera (394-398), Alpert (269-271).
For Small Groups: At your school, talk with (a) the guidance counselors about policies and attitudes towards career counselling and (b) the administrators about school policies toward programming and tracking (Are there different courses and extra-curricular activities for girls and boys?). Fill out "Evaluating Sexism in Your School" (handout) and be prepared to share and discuss this information with your small group.

Session 8: **Strategies for Change.**

For Large Group: Read Sadker & Frazier, Ch. 8; Ann Arbor Proposal.
For Small Groups: What aspects of the Ann Arbor proposal could be adopted by your school district? What specifically could you do in your school and in your district to work to change sex stereotypes and sex discrimination?

Sessions 9, 10: **Saturday Workshop.**

A.M.: Small Groups: Report on the lesson you did, evaluate and present your plans for a follow-up lesson.
P.M.: Discuss options and procedures for implementing school-wide and district-wide changes.

Florence Howe, Deirdre O'Neill, Sharon Kaylen, Audra Adelberger, Mary Rothschild
Women Studies

University of Washington
Summer 1974

SEXISM IN AMERICAN SCHOOLS

Readings:

Nancy Frazier and Myra Sadker. *Sexism in School and Society.* New York: Harper & Row, 1973.

Judith Stacey, Susan Bereaud and Joan Daniels, eds. *And Jill Came Tumbling After: Sexism in American Education.* New York: Dell, 1974.

Laurie Olsen Johnson, ed. *Nonsexist Curricular Materials for Elementary Schools.* Old Westbury: The Feminist Press, 1973.

Carol Ahlum and Jacqueline M. Fralley, eds. *Feminist Resources for Schools and Colleges.* Old Westbury: The Feminist Press, 1973.

Ann Arbor National Organization for Women, Committee to Eliminate Sex Discrimination in the Public Schools and the Discrimination in Education Committee. "An Action Proposal to Eliminate Sex Discrimination in the Ann Arbor Public Schools," March, 1972.

Sessions:

1. Introduction.

2. History of Women's Education.

Readings: In Stacey, Howe, "The Education of Women," pp. 64-75; Thomas, "Present Tendencies in Women's Education," pp. 275-278. In Frazier and Sadker, pp. 1-12.

3. Education as a Strategy for Change.

Readings: In Stacey, Wolfson, "Twelve and Turned-On," pp. 390-393; Di Rivera, "Jumping the Track," pp. 394-398; Scott, "It's Time for Equal Education," pp. 399-409 In Frazier and Sadker, pp. xi-xv, 13-37.

4. Small groups: Introductions.

5. Male/Female Differences: Gender Identity and Gender Role.

Readings: In Stacey, Pitcher, "Male and Female," pp. 79-90. In Frazier and Sadker, pp. 38-68.

6. Small groups.

Readings: Lois Gould, "X: A Fabulous Child's Story," *Ms.* (December 1972).

7. Language: Are There Alternatives to Sexist Language?

8. Socialization.

Readings: In Stacey, Horner, "Toward an Understanding of Achievement-Related Conflicts in Women," pp. 43-63.

9. Film: *Growing Up Female: As Six Become One,* Impact Films, New York.

10. Socialization.

Readings: In Stacey, Hartley, "Sex-Role Pressures and the Socialization of the Male Child," pp. 185-198; Baruch, "Sex-Role Attitudes of Fifth-Grade Girls," pp. 199-210. In Frazier and Sadker, pp. 69-75.

11. Autobiographical Essay.

Essays due this session. Please write on your own education: on critical turning points, either events or decisions, that determined your future. Consider and analyze also those people who influenced you to make whatever decisions you did. Use your discretion about length, though we expect that most papers will be approximately five typewritten pages.

12. Sexism in Children's Books.

Slide Show: *Sex Stereotyping in Elementary School Books: The Hidden Curriculum,* Feminists Northwest, Seattle.

Readings: In Stacey, Fisher, "Children's Books: The Second Sex, Junior Division," pp. 116-122; Women on Words and Images, "Look, Jane, Look. See Sex Stereotypes," pp. 159-177. In Olsen, pp. 7-11.

13. Elementary School Curriculum.

Readings: Frazier and Sadker, pp. 76-113.

14. Teacher Behavior: A Panel From the Class.

Readings: In Stacey, Joffe, "As the Twig is Bent," pp. 91-109; Sexton, "Schools are Emasculating Our Boys"; Levy, "Do Schools Sell Our Girls Short?"; Sears and Feldman, "Teacher Interactions With Boys and With Girls," pp. 138-158. In Olsen, pp. 4, 8, 33.

15. Project Groups.

With a group of at least three people, you are to produce a lesson that you can actually teach to the rest of us in the class. On the day of presentation, you should also present your project in written form, including the following: a brief analysis of the sexist practice being corrected; a description of the assumptions and aims of the lesson; a description of the procedures for carrying it out, including the materials used. In other words, prepare what you think another teacher might need to replicate the lesson you have invented. Since this is a group project, the grade assigned will be to all the members of the group.

Readings: Olsen, entire packet. Ahlum and Fralley.

16. High School Curriculum and Texts: Language Arts.

Readings: In Stacey, Showalter, "Women and the Literary Curriculum," pp. 316-325. In Frazier and Sadker, pp. 114-143.

17. Project Groups.

18. High School History Curriculum and Texts.

Readings: In Stacey, Trecker, "Women in U.S. History High School Textbooks," pp. 249-268; Rosen, "Sexism in History," pp. 326-334.

19. Project Groups.

20. Physical Education: Women in Sports.

Film: *Run Sally, Run,* KING TV, Seattle.

Readings: *Women's Studies Newsletter,* Spring 1974.

21. Mathematics and Biology: Curriculum and Tests.

Readings: In Stacey, Federbush, "The Sex Problems of School Math Books," pp. 178-184; Alpert, "High School Sexist Education," pp. 269-271.

22. Curriculum Project Presentation.

23. Project Groups.

24. Career Education: We All Teach Career Education.

Readings: In Stacey, Tiedt, "Realistic Counseling for High School Girls," pp. 236-248.

25.-30. Curriculum Project Presentations.

31. Examination.

A factual examination, based on readings and lectures.

32. Review of Examination.

33. Strategies for Change.

Readings: In Stacey, Harrison, "Feminist Experiment in Education," pp. 377-389; Howe, "Equal Opportunity for Women: How Possible and How Quickly," pp. 423-434. In Frazier and Sadker, pp. 174-207.

34. Small Groups: Strategies for Change.

Reading: "An Action Proposal to Eliminate Sex Discrimination in the Ann Arbor Public Schools."

35. Strategies for Change: Reports from Small Groups.

Wendy Roberts
Miriam Wasserman

University of California
Extension Division
San Francisco
Spring 1973

THE HIDDEN CURRICULUM: DISCOVERING AND OVERCOMING SCHOOL SEXISM
A TWO-WEEKEND CONFERENCE COURSE

Overview: The format allowed for two weeks of working and watching time between two very intensive weekends. The sessions were arranged during the school year, so that after an initial weekend of introductory material, questioning and confronting new ideas, participants had two weeks of actual work time to digest the ideas, to apply them, to watch themselves and students in terms of the new insights and to return to the second weekend with many new questions. Each participant was asked to complete a project during the two-week interval, building on something said or done during the first weekend. Most chose to observe themselves and students, and many projects took the form of trying lessons and other classroom activities or contacting administrators, other teachers and parents about the problem of sexism in the schools. These experiences, and their accompanying reactions of shock, anger, fear and exhilaration, became fuel for the second weekend of intensive sharing, support and organizing.

Throughout, participants met in three kinds of groups: whole group meetings; workshops; and constant-membership small groups. Workshops and whole-group sessions functioned mainly as input, small groups as a reaction place.

—Laurie Olsen Johnson, *Women's Studies Newsletter*

First Weekend

Friday:

7-7:45 pm **Registration.**

8-9 pm **Introductions and Explanations.**
Miriam Wasserman, Writer and Teacher; Wendy Roberts, Early Childhood Consultant.
Welcoming Address.
Tillie Olsen, Writer.

9-10 pm **Individual Introductions and Expectations.**
Small groups.

Saturday:

8:45-9:15 am **Coffee.**

9:15-10:45 am **Sex Differences: What Happens and Why?**
Carol Dwyer, Educational Testing Service, Princeton, N.J.

11 am-12 noon **Workshops** (select one):
Elementary: Interpersonal Relationships in the Classroom.
Doug Abadie, Teacher, Berkeley; Miriam Wasserman.

Secondary: Developing and Implementing Women's Studies Programs.
Merilee Stark and Eleanor Bertino, Teachers, Marin County; Michele Gross and Candy Wier, Students, Marin County.
Early Childhood: Sex Roles I—Teacher Values and Expectations.
Sue Shargell, Teacher and Women's Media Center, San Francisco; Irene Kane, Multiracial Center for Nonsexist Education, San Francisco.

12-1 pm — **Lunch.**

1-2:30 pm — **Workshops** (select one):
Elementary: Materials and Curriculum.
Laurie Olsen Johnson, Assistant Program Director, Sullivan Associates.
Early Childhood: Sex Roles II—Teacher Behavior.
Harriet Shaffer, Lecturer, Early Childhood Education, Sonoma State College; Wendy Roberts.
Relating to Our Bodies: Physical Education and Games.
Alberta Maged, Teacher, San Francisco.

2:45-4 pm — **Reacting to the Day's Experiences.**
Small groups.

Sunday:
8:45-9:15 am — **Coffee.**

9:15-10:30 am — **The Teacher: Experiences of Sexism.**
Betty Halpern, Professor, Early Childhood Education, Sonoma State College; Gretchen Mackler, State Women's Committee California Federation of Teachers; Lucy Gill, Social Security Supervisor, U.S. Department of Health, Education and Welfare.

10:45 am-12 noon — **Workshops** (select one):
Relating to Our Bodies: Sex Education.
Karen McClellan, Berkeley Therapy Institute.
Secondary: Women's Studies II.
Merilee Stark, Eleanor Bertino, Michelle Gross, Candy Wier.
Elementary: Materials and Curriculum II.
Laurie Olsen Johnson; Joan Mocine, Teacher, Mentally Gifted Program.
Early Childhood: Young Children's Literature.
Betty Halpern; Mary-Clair Heffron, Headstart Program Assistant.

12-1 pm — **Lunch.**

1-2:15 pm — **Work and Conference Time.**
This time is set aside for writing up reaction sheets, examining literature, relating individually to other conference participants.

Second Weekend

Friday:
7-7:15 pm — **Coffee.**

7:15-8:30 pm — **Movie.** *Growing Up Female: As Six Become One,* Impact Films, New York.

8:30-10:00 pm — **Small Groups with Facilitators** (as assigned last weekend).

Saturday:

8:45-9 am — **Coffee.**

9-10:15 am — **Workshops** (select one):

Sex Differences and Difficulties in Learning.
Martha Maxwell, Director, Reading and Study Skills Service, University of California, Berkeley.

Early Childhood: Children's Play—Opening Up Options.
Harriet Shaffer, Lecturer, Early Childhood Education, Sonoma State College.

The Necessity of Sexism.
Miriam Wasserman, Writer and Teacher.

Effects of Sexism on Men and Boys.
Doug Abadie, Teacher, Berkeley; Bruce Jackson, Teacher, Lafayette District; Jeremy Taylor, Director, Marin County Headstart.

10:30-11:45 am — **Workshops** (select one):

Elementary: Creative Ways of Teaching Reading (including a slide presentation of readers).
Martha Maxwell.

Secondary: Psychology of High School Students.
Marcia Perlstein, Counselor and Teacher, Opportunity II High School, San Francisco.

The Hidden Hidden Curriculum: Gay Students in Your Classroom.
Council on Religion and the Homosexual. Lindel Cohen, Writer, Women's Gay Counseling Service; Jim Garver, Student, San Francisco State; Diane Nesario, Teacher, San Francisco Daughters of Bilitis; Doug Kniveton, East Bay Men's Counseling Service.

Staff Development & Inservice Training in Your School: Developing Priorities
Wendy Roberts, Early Childhood Consultant.

11:45 am-12:45 pm — **Lunch and Worktime.**

Hidden Hidden Curriculum: Gay Students in Your Classroom.
(Resource people same as previous workshop.)

12:45-2:45 pm — **Parental and Community Expectations: A Panel and General Discussion.**
Panelists: Elsie Gee, Program Assistant, Project Follow Through, Berkeley; Jean Monroe, Program Advisor, Far West Lab, San Francisco; Dorinda Moreno, La Raza Studies, San Francisco State; Joan Moss, Parent and Course Participant.

3-4 pm — **Small groups.**

Sunday:

8:45-9 am — **Coffee.**

9-10:15 am — **Putting Pressure on the System: A Panel.**
Panelists: Eva Jefferson, Law Student; Lynn Maffley, Berkeley Women's Task Force; Rosa De La Casa, Student; Gretchen Mackler, State Women's Committee, California Federation of Teachers; Alberta Maged, Teacher, San Francsico.

10:30 am-12:15 pm — **Workshops** (select one):

Elementary: Support and Exchange (for people who've been working on projects in elementary classrooms).
Laurie Olsen Johnson, Assistant Program Director, Sullivan Associates.

	Early Childhood: Children Learn by Reconstructing Their Environment. Wendy Roberts; Irene Kane; Cece Wells, Carpenter. **Secondary: Counseling High School Students.** Marcia Perlstein; Madeline Mixer, Women's Bureau, U.S. Department of Labor. **Putting Pressure on the System.** (Resource people from morning panel.)
12:45-	**Lunch and Worktime.**
1:30 pm	**Establishing a Multiracial Center for Nonsexist Education.** Sue Shargell and Irene Kane, Future Coordinators of the Center.
1:30-2:30 pm	**Small groups.**
2:45-4 pm	**Summary by Participants.** Miriam Wasserman and Wendy Roberts.

Deirdre O'Neill
Women Studies

University of Washington
Proposed Spring 1975

NONSEXIST EDUCATION: STRATEGIES AND CHANGE

Goals: This course was developed as a result of discussions at a conference on "Re-educating a Generation of Teachers" sponsored by the Feminist Press in November 1974. In reassessing the movement for feminist education within schools, it became apparent that women need to examine past strategies in order to change schools. There has been a national wave of examining and documenting sexist practices, of recognizing sexist education by school systems and of initiating inservice courses about women, but efforts appear to stop there. This course is a response to the need to find new directions for people working to change sexist education—to initiate the next steps.

Goals for the course include:
—Providing a structure in which teachers can develop strategies for implementing nonsexist education within school systems.
—Providing a structure in which teachers and students can develop innovative and humane teaching methods and nonsexist curriculum.
—Fostering the development of women cooperating with women to achieve political change.
—Providing support and information for students who are struggling for change within school systems.
—Defining the relationship between education and feminism, including the impact of each on the other.

The style or atmosphere of this course will be one where we will all speak of our own experiences, share our mistakes and establish both practical and visionary suggestions for the future.

Session 1: **Definitions.**

Who are we; what are our goals?
Who are we up against; who are our allies?
What is women's studies; feminist studies?
Are radical perspectives compatible with our institutions?

Discussion of these topics will be facilitated by organizing the class into small groups. Pursuit of the questions should provide a framework for initiating friendship and solidarity, as well as an introduction to differing experiences and strategies. Groups will work together throughout the quarter discussing and formulating strategies for change.

Readings: Ginny Foster, "Women as Liberators," *Female Studies VI. Closer to the Ground: Women's Classes, Criticism, Programs—1972,* Nancy Hoffman, Cynthia Secor, Adrian Tinsley, eds. (Old Westbury: The Feminist Press, 1972), pp. 6-35.

Session 2: **Local Action.**

What's happening in Seattle, Lake Washington and Highline? In smaller districts?

Speaker from State Superintendent's Task Force on Women and Girls in Education will analyze the state's role.

After information sessions, students will meet in small strategy groups to analyze and evaluate existing efforts to end sex bias locally.

Readings: Deirdre O'Neill, "Seattle Schools Clean House," *Women's Studies Newsletter* (Summer 1974).

Washington State Superintendent of Public Instruction's Task Force on Women and Girls in Education. *Sex-Discrimination in the Schools? Report and Recommendations on the Establishment of Policies and Programs to Eliminate Sex Discrimination in the Public Schools of Washington.* 1974.

Women Metro Coaches Association. *Complaint Against Seattle Public Schools.* 1971.

Session 3: Models Around the Country—Up Against Common Frustration.

Kalamazoo, Michigan. Study of an H.E.W. complaint.
Pennsylvania. A year ahead of Washington. What can we learn?
Dallas, Texas. Mandatory inservice?
The Group School, Cambridge, Massachusetts. A new program for working class women.

Again strategy groups will analyze information to assess positive and negative strategies. Groups will begin to explore possibilities for next steps.

Readings: Carol Ahlum, "Kalamazoo: A Model for Change," *Women's Studies Newsletter* (Winter 1974).

Joint Task Force on Sexism in Education, Pennsylvania Department of Education, *Sexism in Education.* 1973.

The Group School. "Women's Curriculum Proposal." Unpublished. Cambridge, Mass., 1974.

Session 4: Strategies on Different Levels—Personal Change.

Assertiveness training. Developing a political voice—exercises in communication, cooperation and decision making.
Constructive self-criticism.
Redefining relationships, alliances, work relationships and collectives.
Can you avoid co-option in professionalism?
Assuming leadership and delegating responsibility.

A panel of women educators will share their experiences being aspiring women and their particular life-style models. The panel will include one or two people who chose to leave the system and work outside it.

Readings: "Working Together: The Women's Studies Program at Portland State University," *Female Studies VI; Closer to the Ground: Women's Classes, Criticism, Programs—1972,* Nancy Hoffman, Cynthia Secor, Adrian Tinsley, eds. (Old Westbury: The Feminist Press, 1972), pp. 164-228.

Jo Freeman, "The Tyranny of Structurelessness," *Ms.* (July 1973).

Jacqueline Clement, "Where Are the Women Superintendents?" *Women's Studies Newsletter* (Winter 1974).

Florence Howe, "Sexism and the Aspirations of Women," *Phi Delta Kappan* (October 1973).

Mary S. Calderone, "New Roles for Women," *School Review* (February 1972).

Barbara Heyns, "Down the Up Staircase: Sex Roles, Professionalization, and the Status of Teachers," *Sex Differences and Discrimination in Education,* Scarvia B. Anderson, ed. (Worthington, Ohio: Charles A. Jones Publishing Company, 1972), pp. 54-59.

David Reisman, "Some Dilemmas of Women's Education," *Sex Differences and Discrimination in Education,* pp. 62-73.

Session 5: **Strategies on Different Levels—Changes in the Classroom.**

The teacher as model; analyzing your own power.
Nonsexist materials.
Developing nonsexist curriculum.

Students will work in small groups of three to four people defining nonsexist curriculum (e.g., does it include issues beyond sexism—racism, classism, ageism?). Each group will cooperatively develop a unit, small book or media presentation for use in the classroom. Groups will present their definition of nonsexist curriculum, illustrated by the unit or project.

Session 6: **Alternative Styles of Teaching.**

Lecturing vs. learning, small groups, simulations, role play, student experiences, values clarification, use of language, discipline, becoming friends, breaking through male-oriented structure, grading and evaluation.

Students will be introduced to various approaches to teaching in a more humane classroom where children are not oppressed by hierarchical power structures.

Readings:

Shulamith Firestone. *The Dialectic of Sex: The Case for Feminist Revolution.* (New York: William Morrow, 1970), pp. 81-118 ("Down with Childhood").

Carol Ahlum and Jacqueline M. Fralley, eds. *Feminist Resources for Schools and Colleges.* Old Westbury: The Feminist Press, 1973.

"Confessions of an Erstwhile Child," *The New Republic* (June 15, 1974).

Richard Farson, "Birthright: A Children's Bill of Rights," *Ms.* (March 1974).

Committee To End Sex Stereotyping in Seattle Public Schools, *Criteria for Selecting Non-Sexist Texts.* 1974.

Carol Ahlum and Jacqueline M. Fralley, eds. *High School Feminist Studies.* Old Westbury: The Feminist Press, forthcoming.

Laurie Olsen Johnson, ed. *Nonsexist Curricular Materials for Elementary Schools.* Old Westbury: The Feminist Press, 1973.

Caroline Pratt. *I Learn from Children: An Adventure in Progressive Education.* New York: Simon and Schuster, 1948.

Session 7: **Strategies on Different Levels—Moving the System.**

Affirmative Action—its status and how to get it. What do current civil rights laws say about women in employment? Steps to take if you are discriminated against. Should your district have an affirmative action plan?

Title IX—how to use it. Physical education as a viable place to begin. Filing a suit.

Textbooks—what publishers are doing, what schools are doing, what teachers can do, what parents can do, what schools should be doing.

Practical planning for inservice education—how to begin, what to include, available funding.

Readings:

Robert L. Minter, "Human Rights Laws and Pre-Employment Inquiries," *Personnel Journal* (June 1972).

U.S., Congress, House, "WEAL-Abzug Analysis of Title IX Sex Discrimination Regulations," *Congressional Record,* 93d Cong., 2d sess., 18 July 1974, 120, pp. E4863-4869.

Association of American Colleges Project on the Status and Education of Women. *Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions.* 1973.

Washington State Superintendent of Public Instruction's Task Force on Women and Girls in Education. *What Are Your Rights?* 1974.

"Any Change in Sexist Texts?" *Women's Studies Newsletter* (Summer 1974).

Houghton-Mifflin, *Recommendations for Eliminating Sex Discrimination in the Houghton-Mifflin Reading Program.* 1973.

Merle Froschl, Florence Howe and Sharon Kaylen. *Women's Studies for Teachers and Administrators: A Packet of Inservice Education Materials.* Old Westbury: The Feminist Press, 1975.

Session 8: **Organizing and Moving.**

Community action, teachers' unions.
Developing vision and long range plans.
Organizing teachers, parents, administrators and community groups.

Strategy groups will present programs for change in school systems to the whole class. Comments and criticism will follow, bringing the class to a more cooperative goal.

Readings:

Ann Arbor National Organization for Women, Committee to Eliminate Sex Discrimination in the Public Schools and The Discrimination in Education Committee. *An Action Proposal to Eliminate Sex Discrimination in the Ann Arbor Public Schools.* March 1972.

David Cohen and Marvin Lazerson, "Education and the Corporate Order," A Warner Modular Publication Reprint, #355, 1973.

Barbara Grizzuti Harrison. *Unlearning the Lie: Sexism in Schools.* New York: Liveright, 1973.

Julie Herak
Staff Development Program

Seattle Public Schools
Fall 1974

WOMEN AND THE LAW

Session 1: Introduction to the legal system; women and the Constitution, with emphasis on 9th, 13th, 14th, 15th and 19th Amendments.

Readings:
U.S. Constitution.
Excerpts from the Trial of Susan B. Anthony.
Goesart v. *Cleary* (1948) 335 U.S. 464.
Reed v. *Reed* (1971) 404 U.S. 71.

Session 2: Women and education; sports; discussion of the Equal Rights Amendment.

Readings:
Brief of *Delores Darrin et al.* v. *Wiskah Valley School District et al.*
Title IX of Civil Rights Act.
Equal Rights Amendment.

Session 3: Women and employment discrimination (state and federal laws affecting women); women and poverty; women and labor.

Readings:
Title VII of Civil Rights Act.
Equal Pay Act.
Philips v. *Martin Marietta* (1971) 400 U.S. 542.

Session 4: Our bodies: birth control, abortion, women and medicine, lesbianism, forced sterilization.

Readings:
Roe v. *Wade* (1973).
Griswold v. *Connecticut* (1965) 381 U.S. 479.
Eisenstadt v. *Baird* (1972) 405 U.S. 438.
Barbara Ehrenreich and Deirdre English. *Witches, Midwives, and Nurses: A History of Women Healers.* Old Westbury: The Feminist Press, 1973.

Session 5: Domestic relations; Washington community property laws; 1972 Washington Marriage Dissolution Act; name change information; credit problems facing women; history of marriage laws.

Session 6: Women and prisons; crimes; rape; prostitution.
Legal systems of other countries as they relate to women; comparative analysis with U.S. system.

Session 7: Project presentations; discussion of a matriarchal legal system; discussion of a legal system which would more adequately fill our needs.

Rosalyn Baxandall
American Studies and
The Feminist Press

State University of New York
College at Old Westbury
Fall 1974

WOMEN IN U.S. HISTORY:
FOR TEACHERS OF ENGLISH AND SOCIAL STUDIES

Readings:
Eleanor Flexner. *Century of Struggle.* New York: Atheneum, 1970.
Gerda Lerner, ed. *Black Women in White America.* New York: Vintage, 1973.
Miriam Schneir, ed. *Feminism: The Essential Historical Writing.* New York: Vintage, 1971.
Barbara Ehrenreich and Deirdre English. *Witches, Midwives, and Nurses: A History of Women Healers.* Old Westbury: The Feminist Press, 1973.
Barbara Ehrenreich and Deirdre English. *Complaints and Disorders: The Sexual Politics of Sickness.* Old Westbury: The Feminist Press, 1973.
Carol Ahlum and Jacqueline M. Fralley, eds. *Feminist Resources for Schools and Colleges.* Old Westbury: The Feminist Press, 1973.
Mary Ann B. Oakley. *Elizabeth Cady Stanton.* Old Westbury: The Feminist Press, 1972.

Suggested readings:
Nancy Cott, ed. *Root of Bitterness.* New York: E. P. Dutton, 1972.
Lois Banner. *Women in Modern America.* New York: Harcourt Brace Jovanovich, 1974.
Alice S. Rossi, ed. *The Feminist Papers.* New York: Bantam, 1973.

Session 1: **Introduction to Course: Perspectives in Women's History, Colonial America (1620-1812).**
Themes: Special American Conditions; Indentured Servants; Slaves.
Readings: *Century of Struggle* (CS) pp. 3-22, *Feminism* pp. 2-24, *Black Women in White America* (BWWA) pp. 5-25.

Session 2: **Transition from Home Economy to Capitalism (1812-1830).**
Themes: Women's Work in Colonial America; The Beginning of Factory Work in America; The Lowell Mills, A Case Study.
Readings: *CS* 23-40, *Feminism* 49-61, 189-204.

Session 3: **Expanding America (1830-65).**
Themes: Growth of Industrialism; Cult of Femininity; Immigration and Emigration – The Mythology and the Reality.
Readings: *BWWA* 29-72, *CS* 41-61, *Witches, Midwives, and Nurses.*

Session 4: **The Growth of A Women's Movement (1830-65).**
Themes: Moral and Religious Reform; Abolition; Suffrage; The Civil War.
Readings: *CS* 62-101, *Feminism* 76-148, *BWWA* 75-118, *E. C. Stanton.*

Session 5: **Growth of Organizations (1865-1890).**
Themes: Corporate Capitalism; Women in Trade Unions; Women's Clubs; Women's Christian Temperance Union.
Film: *The Emerging Woman,* Film Images, New York.
Readings: *CS* 131-202, *BWWA* 435-483.

Session 6: **Era of Reform (1890-1920).**
Themes: Bourgeosie Women's Movement; New Horizons; Settlement Movement; Debates on Marriage Sexuality; Work; Home.
Radical Alternatives: Industrial Workers of the World; Socialist Party; Women's Trade Union League.
Readings: *CS* 203-275, *Feminism* 230-292, *BWWA* 219-252, 497-517, *Complaints and Disorders.*

Session 7: **All Is Not Quiet (1920-45).**
Themes: Housework; Growth of Technology; Consumer Industry; Depression; World War II.
Readings: *Feminism* 308-334, *BWWA* 252-284, 345-356.

Session 8: **The Women's Movement of the 60-70's.**
Themes: Origin; Questions Unresolved; Work; Marriage; Child Care; Structure of Movement; Life Style.
Readings: *BWWA* 587-614, *Feminism* 344-355.

Sessions 9, 10: **Saturday Workshop: Use of Material in High School Curriculum.**
Each member of the class will make a presentation.
Readings: *Feminist Resources.*

Dena Dawson
Staff Development Program

Seattle Public Schools
Fall 1974

WOMEN IN LITERATURE

Session 1: What Is Literature For?

Pleasure/instruction.
Reflection of society vs. extension of experience.
Role models—or No Girl Was Ever Ruined by a Book (well, hardly ever).

Session 2: Examination and Critique of Current Books.

Textbooks, all subjects.
Recreational reading—elementary to high school.
Slide show: *Sex Stereotyping in Elementary School Books: The Hidden Curriculum,* Feminists Northwest, Seattle.

Session 3: Notable Female Characters in Fiction by Men.

Can a male writer create a believable woman?
Filmstrip: *The Cult of True Womanhood,* Multi-Media Productions, Stanford.
Discussion: stereotypes—their cause and effect; the rise of realism and social reform.
Twentieth-century works by men—aside on criticism.

Session 4: Nineteenth- and Twentieth-Century Female Writers.

The dilemma of the woman writer: Anon; the social and economic factors.

Lost voices of the nineteenth century: the sentimental novel—morals and adventure.
Suggested readings: Susanna Rowson, *Charlotte Temple* (1791); Catherine Sedgwick, *Charlotte's Daughter* (1825) or *Hope Leslie* (1827); Mrs. Sally Wood, *Amelia* (1802).

Lost voices of the nineteenth century: regional realists.
Suggested readings: Rebecca H. Davis, *Life in the Iron Mills* (1861); Mary Wilkins Freeman, *A New England Nun* (1891); Helen Hunt Jackson, *Ramona* (1884); Sarah Orne Jewett, *A Country Doctor* (1884).

Twentieth-century women writers: autobiography, reasons for popularity.
Suggested readings: Simone de Beauvoir, *Memoirs of a Dutiful Daughter;* Lillian Hellman, *Unfinished Woman.*

Twentieth-century women writers: fiction.
American writers, suggested readings: Edna Ferber, *Roast Beef Medium* (1913); Dorothy Canfield Fisher, *The Brimming Cup* (1921); Susan Glaspell, *Fidelity* (1915); Lillian Hellman, *The Children's Hour* (1934); Eudora Welty, *A Curtain of Green* (1943); Edith Wharton, *The House of Mirth* (1905); plus more modern writings of Atwood, Piercy, Shulman, etc.

British writers, suggested readings: Margaret Drabble, *The Waterfall* (1969); Ruth Jhabvala, *A Stronger Climate* (1968); Doris Lessing, *Martha Quest* (1952); Dorothy Sayers, *Gaudy Night* (1936); Muriel Spark, *The Prime of Miss Jean Brodie* (1961); Virginia Woolf, *To the Lighthouse* (1927); plus their predecessors Austen, Eliot, Gaskell.

Twentieth-century women writers: poetry.
Suggested readings: *No More Masks! An Anthology of Poems by Women,* Florence Howe and Ellen Bass, eds. (1973); *Rising Tides: 20th-Century American Women Poets,* Laura Chester and Sharon Barba, eds. (1973).

Session 5: **Right Now—What To Use Until the Money for New Material Arrives.**

Found materials: newspapers (including school paper), magazines, TV, film.
Eye-openers, questions to ask, overt and hidden messages, exploding stereotypes.
Rewriting the classics, including Mother Goose.

Session 6: **Right Now—Current Language Arts Texts.**

Content analysis for student projects.
Sexist language and alternatives.
Sources of materials: major references; bibliographies—general, literature; teaching aids.

Penny Melton, Sharie Sorensen (Todd),
Carol Stover, Marilyn Thomas, Renae Wales
Elementary Level

Sexism in American Schools
University of Washington
Summer 1974

FAIRY TALES

Purpose:
In light of the fact that most fairy tales typify women as beautiful, passive and submissive, with marriage as the achievement of their lives, we want to present an alternative model. This is especially important since so many girls want to be like the princesses they hear about in fairy tales.

Procedure:
Share a traditional fairy tale with the children. We chose "Sleeping Beauty."

Read "Atalanta" by Betty Miles in *Free to Be You and Me* up to the point where the children can make up their own ending. An appropriate stopping point is when Atalanta and John break through the ribbon together.

Break up the class into small groups and have them decide on an ending for the story that they can act out for the class.

Have them act their endings out.

Share the ending in "Atalanta."

Discuss and compare the endings that the children chose and the author chose. These endings can also be compared with the previous traditional fairy tales they know.

Suggested Discussion Questions:

Are you surprised by the way "Atalanta" ended?

Do you think this could ever happen?

How does Atalanta compare with other princesses you know?

Would you rather be like Atalanta or Sleeping Beauty?

Would you rather know a person like Atalanta or Sleeping Beauty?

Do you think your father would treat you as Atalanta's father treats her?

Responses to the Presentation:

The following are suggestions for additions to your lesson—

1. In the "Purpose" section of your paper, you state, "this is especially important since so many girls want to be like the princesses they hear about in fairy tales." Equally important are the boys who emulate the princes and kings. Perhaps you should include some questions directed to the boys in the class about the male characters in "Sleeping Beauty" and "Atalanta."

   Would you rather be the prince or young John? Why?

   What did young John feel about marriage?

   How do you think Atalanta's father felt about Atalanta marrying?

   How do you think young John felt about Atalanta marrying?

   If you were running the race and Atalanta finished first, how would you feel?

2. Many children will have read "Atalanta" (or have seen it on TV). Hence, you might expect some to blurt out the ending and should prepare questions that would proceed directly from that point.

3. Other questions you might plan to include:

   Where is Atalanta's mother? How does she feel about her daughter's marrying? Racing?

   Why does the father presume to marry off his daughter and what does that say about the position of men in society?

   Why is the father not terribly happy about the prospect of John marrying his daughter? (The issue of class.)

   Who is pretty to you? Are pants pretty? What is handsome? How do clothes affect who is pretty or handsome?

Nancy Heslen
Elementary Level

Sex Stereotyping and the Schools
The Feminist Press/Manhasset-
Glen Cove School Districts
Spring 1974

SEXIST MYTH EXPLOSION FOR YOUNG CHILDREN

Objectives: The students will demonstrate an awareness of expanded opportunity by working in areas and with materials previously seen as "belonging" to the opposite sex.

The students will demonstrate that they value one another and themselves by working and playing together without sexist remarks or behavior.

The students will conclude that alternatives to the limited sex-stereotyped roles are available and possible.

Lesson 1: What Do Boys Do? What Do Girls Do?
Lesson 2: Exploration of Boys' Feelings.
Lesson 3: Exploration of Girls' Feelings.
Lesson 4: What Do Mothers Do? What Do Fathers Do? (See following outline.)
Lesson 5: Many Kinds of Families.

Bibliography:

Brownstone, Cecily. *All Kinds of Mothers.*
Hoban, Russell. *Best Friends for Frances.*
Klein, Norma. *Girls Can Be Anything.*
Merriam, Eve. *Boys & Girls, Girls & Boys.*
Merriam, Eve. *Mommies at Work.*
Rich, Gibson. *Firegirl.*
Stewart, Robert. *The Daddy Book.*
Thomas, Marlo. *Free to Be You and Me.* Bell Records.
Uchida, Yochiko. *Sumi's Prize.*
Zolotow, Charlotte. *William's Doll.*

Lesson 4: What Do Mothers Do? What Do Fathers Do?

Objective: The students will recognize that males and females can and do behave in ways that are not sex-stereotyped.

Materials: One picture of sex-stereotyped family scene.

Collection of pictures of men and women in roles that are not sex stereotyped.

Chalkboard or easel pad and writing tool.

Procedure: Hold brief discussion on what the people in the family scene are doing.

Elicit from the children two lists of activities under the headings of Things Mothers Do and Things Fathers Do.

Reverse the headings and ask the children, item by item, if fathers can do the things listed as mothers' activities. If disagreement occurs, discuss and present a picture of a father in this role (or assign a child to research it).

Repeat procedure asking if mothers can do the fathers' roles.

Follow-up activity: Make pictorial graph of number of fathers who cook, take care of babies, sew, etc., and mothers who work outside the home, fix cars, do plumbing, etc.

Suggested readings: *All Kinds of Mothers* by Brownstone.
Girls Can Be Anything by Klein.
Mommies at Work by Merriam.
The Daddy Book by Stewart.

Matthew Kohlmer
Eleanor Newirth
Secondary Level

Sex Stereotyping and the Schools
The Feminist Press
SUNY/College at Old Westbury
Fall 1973

THE GROWTH OF LABOR UNIONS IN AMERICA: LOWELL, MASSACHUSETTS A CASE STUDY

Aims: Study the impact of the Industrial Revolution upon labor.
Describe the oppression of working women in Lowell, Massachusetts.
Understand the role of women in the New England Labor Movement.

Objectives: To use the primary source material in formulating judgments about events in American Studies.
To develop awareness of the contributions of women in the American economy.
To eliminate sex-role stereotyping of women.
To develop an appreciation of the problems and objectives of the feminist movement in securing equal economic opportunity for women.

Content: A presentation of two views of working women by observers of working conditions in and out of the Lowell mills, statistics on Lowell working conditions and actions taken by working women to improve these conditions.

Method: Ask the class to listen to a series of statements by observers about working conditions in City "L" in 18--. Present statistics about working conditions in the factories of City "L." After comparing the statistics to the statements, students will make judgments as to which statements seem accurate (the negative statements). Present the list of actions to be taken for class reaction. (Which of these actions would you take to improve working conditions in City "L"?)
Discuss with the class the merits of the actions selected. Then reveal the real story by identifying the role of the Lowell women and other working women in improving working conditions.

Teacher Directions 1:

Read the following descriptions without reference to the place, year, people or source.

The following quotations describe working conditions in a factory:

"Look at him as he commences his weekly task. The rest of the Sabbath has made his heart and step light . . . you can see him leaning from the window to watch the glitter of the sunrise on the water, or looking at the distant forests and fields . . . or it may be that he is conversing with a fellow laborer near. . . . Soon the breakfast bell rings. In a moment the whirling wheels are stopped and he hastens to join the throng which is pouring through the open gate. At the table he mingles with a varied group. . . . The short half hour is soon over. The bell rings and our factory worker feels that he has commenced his day's work in earnest. . . . Thus, the day passes on and evening comes, the time which he feels to be exclusively his own. How much is done in the three short hours from seven to ten o'clock? He has (errands) . . . or a meeting to attend . . . a lecture or a concert . . . or he takes a stroll . . . or peruses a new book. At ten o'clock all is still for the night." (Anne F. Scott, *Women in American Life,* p. 28.)

"Let me now present the facts I learned . . . every morning I was awakened at 5, by bells calling to labor. The time allowed for dressing and breakfast was so short . . . that both were performed hurriedly, and then the work was begun by lamplight and prosecuted without remission till twelve, and chiefly in a standing position. Then half an hour only was allowed for dinner, from which time for going and returning was deducted. Then back to the factory to work till seven o'clock, the last part of the time by lamplight. Then returning, washing, dressing, and supper occupied another hour. Thus ten hours only remained for recreation and sleep. Now eight hours for sleep is required for laborers. . . . Only two hours remain for errands, recreation, and breathing the fresh air. For it must be remembered that all the hours of labor are spent in rooms with oil lamps, together with from 40 to 80 people . . . with temperatures at 70 or 80 degrees, where the air is loaded with particles of cotton thrown from thousands of cards, spindles, and looms . . ." (Anne F. Scott, *Women in American Life*, p. 31.)

"They were remarkably clean, well-dressed and supplied with the requisites for warmth and comfort. The windows of the room in which they worked were curtained toward the south; and in every window seat were seen exotic or native shrubs. . . . These too had the air of being more happy than the factory workers in England; and they have abundant reasons for being so, from the actual superiority of their condition; for they earn more money, have better food and clothing, work in greater comfort and lay by more money." (R. D. Iman & T. W. Koch, *Labor in American Society*, p. 34.)

"The workers worked 13 hours a day. . . . At half past 4, the factory bell rings and at five, the laborers must be in the factory. A clerk, placed as a watch, observes those who are a few minutes late and effectual means are taken to stimulate punctuality. At seven, the workers are allowed 30 minutes for breakfast, and at noon, 30 minutes for dinner. . . . But within this time they must hurry to their homes and return to the factory, and that through the hot sun or the rain and cold. A meal eaten under such circumstances must be quite unfavorable to the digestion and health. . . . At 7 o'clock in the evening the factory bell sounds the close of the day's work. Thus 13 hours per day of close attention and monotonous labor are exacted. . . . So fatigued (they are at the end of the day) that they go to bed soon after the evening meal." (R. D. Iman & T. W. Koch, *Labor in American Society*, p. 37.)

"Instead of rosy cheeks, the pale, sickly countenance of the ragged worker is haggard from the worse than slavish confinement in the factory. You might see the worker taken from his (her) bed at four in the morning and plunged into cold water to drive away his (her) slumbers and prepare him (her) for the factory. After that you might see that worker robbed of a part of his (her) time allowed for meals by moving the hands of the clock backwards or forwards. . . . You might see the worker beaten with a strap. . . . One worker of eleven had his leg broken with a billet of wood; another had a board split over his head by a heartless monster in the shape of an overseer." (Thomas Bailey, *The American Spirit*, p. 291.)

"First person: There are objections to factory labor which serve to render it degrading. . . . For instance, to be dismissed by the ringing of a bell savors of compulsion and slavery.

Second person: In almost all kinds of employment it is necessary to keep regular hours. . . . Because we are reminded of those hours by the ringing of a bell, it is no argument against our employment. . . . Our engagements are voluntarily entered into with our employers. . . . There is not a tinge of slavery in it unless there be in every kind of labor that is urged upon us by the force of circumstances." (Thomas Bailey, *The American Spirit*, p. 294.)

Questions to Class:

a. Can you identify the time, place, years of these observations?
b. Which observations do you feel were accurate? Why?
c. Compare these observations with the factual evidence given entitled "Working Conditions in Factories—Pre-Civil War." What tentative conclusions can you draw about the observations and the people making them?

Teacher Directions 2:

The following fact sheet will be given to each student.

Working Conditions in Factories: Pre-Civil War

The following brief descriptions of working conditions were gathered from the several sources.

1. 1833—Homeworkers earned $1.25 weekly and less.
   Childless person earned $58.50 annually.
   Person with child earned $36.40 annually.
2. 1836—A worker earned 25¢ to 37½¢ daily, working 12½ to 16 hours daily.
3. The workday in Paterson, N.J. factories began at 4:30 am with time off for breakfast and dinner.
4. Conditions in the Lowell factories:
   Wages: $2 weekly plus board.
   Hours: 5 am - 7 pm.
   One-half hour off for breakfast and dinner.
   Six workers slept in a boarding house room.
   Workers were subject to wage cuts and speed-ups.
5. Mill workers were often forced to buy at company stores. Sometimes factories paid their people's wages in store orders during 1820's-1830's.
6. In the Massachusetts mill towns, workers' lives were severely regulated (i.e., must attend church, must not stay out late, must not complain).
7. "The Rev. M. Ely remarked in 1829 that a slave in the states of Kentucky, Virginia & Tennessee was actually much better compensated than workers in the Empire City."
8. Mill owners forced workers to sign yellow dog contracts and also kept blacklists of workers who were considered agitators.
9. Workers in Paterson, N. J. complained that they were punished for lateness by having their salary deducted: one-half daily labor deducted for being five minutes late.
10. 1834—Wages in Lowell factories were cut 15%.

Teacher Directions 3:

Given these conditions, review with your class the possible options for change.

Possible Options for Change:

1. Send a petition to the government to protest pay of workers.
2. Go out on strike. Show solidarity with a public march.
3. Hold meetings to protest a wage cut.
4. Develop protest songs to inspire workers.
5. Publish a newspaper which carries articles portraying the actual factory conditions.
6. Promote and/or harass politicians who agree/disagree with your cause. Become political!
7. Organize workers in your factory into a union.
8. Go into factories where scabs are working and pull them off those machines!
9. Hold public meetings where the factory owners might be denounced as being part of the monied aristocracy who exploited workers.
10. Draw up a list of resolutions to present to management, and stay out of work until those resolutions are met.
11. Arm yourself and seize control of a mill.
12. Appear before legislative committees to influence the passage of laws in your favor.

Questions to the Class:

a. Which options do you think were chosen by workers to change their conditions?
b. Given those options, what characteristics might the people have who actually took those actions for change?

Teacher Directions 4:

Inform students that, in fact, all the given "possible options" were taken and the people who took them were women workers. Discuss students' reactions to the historical evidence.

Actual Actions for Change:

1824—Pawtucket, R.I.—202 women on strike, joined men workers, held separate meetings, opposed wage cut and longer hours.
1828—Dover, N.H.—First strike by women without men.
1829—Philadelphia, Pa.—Nine women and 138 men sent petitions to War Department protesting 50 cents daily wage and workday from dawn to dusk.
1834—Lowell, Mass.—Strike. First time a single woman spoke in public about the "Rights of women and the inequities of the monied aristocracy." Succeeded in rallying women to leave the mills.
1836—Lowell, Mass.—Strike. Used rallying song of protest, "I can't be a nun."
1835 (sic) Paterson, N.J.—Strike. Work day cut from 12 to 10 hours.
1836—Lynn, Mass.—Strike of shoe workers.
Strikes repeated in Manchester, Taunton and Pittsburgh. General opposition to wage cuts and speed-ups of production. Strike pattern consisted of the following procedure:

Leave the mill.
Form a procession or hold a mass meeting.
Make speeches and pass resolutions.
Strike leaders usually blacklisted.

1842–*The Factory Girl* (newspaper) established, presenting the reality of factory life.

1843–Chicopee, Mass.–Strike.

1845, 1848–Pittsburgh/Allegheny region–Strike for a ten-hour working day. Armed women seized a mill, forced scab workers from their machines and closed the factory.

1845–Petitioned the Massachusetts State Legislature about Lowell factory conditions. Attended state's hearings, appeared as witnesses and made demands for a ten-hour day. Persuaded the legislators to investigate the Lowell mills, but they ruled in favor of the mill owners.

1846–An association of women workers in all the Lowell mills pledged not to work; prevented a wage cut and work speed-up.

A weekly newspaper, *Voice of Industry,* founded by Sara Bagley, which agitated for labor reform, published articles, songs and stories by the working women of Lowell.

Labor Organizations:

1830's–United Tailoresses Society of New York–led by Lavinia Wright and Louise Mitchell.

Ladies Shoe Binders of Lynn, Mass.

1846–Lowell Female Labor Reform Association–led by Sara Bagley. Organized by over 120 women. Set up the Industrial Lyceum where lecturers spoke on the need for a ten-hour day.

Factory Girls Association–Coordinated Lowell Strike of 1836.

Lowell Improvement Circle–Women tried to improve minds and to dispel idea that they were just machines.

Women's section in New England Workingmen's Association.

Women's section in Labor Reform League.

Bibliography:

Bailey, Thomas. *The American Spirit.*
Brooks, Thomas R. *Toil and Trouble.*
Dulles, Foster Rhea. *Labor in America.*
Flexner, Eleanor. *Century of Struggle.*
Foner, Philip S. *History of the Labor Movement in the U.S. (Vol. 1).*
Iman, R. S. and Koch, T. W. *Labor in American Society.*
Oliver, Donald. *The Rise of Organized Labor.* (Pamphlet)
Schneir, Miriam, ed. *Feminism: The Essential Historical Writings.*
Scott, Anne F. *Women in American Life.*
"Lost Women: Harriet Robinson," in *Ms.*

Vicki Hammond, Pat McNeilly, Jef Peden,
Terry Poulos, Susan Wanwig
Secondary Level

Sexism in American Schools
University of Washington
Summer 1974

PHYSICAL EDUCATION

Purpose:

Athletics is one area in which the lines of distinction between male and female roles have begun to slowly fade away. However, the coverage of sports in newspapers, magazines and other media continues to display sexist priorities. This absence of equal coverage is detrimental to the progress and future of female participants in athletics. The purpose of this unit is to point out this gross imbalance in sports coverage, to discover the effect it has on athletics and to develop a few specific changes which might help to alleviate this problem.

Procedure:

1. Introduce the unit with questions which will focus the student's attention upon female athletes and the coverage they receive in the media.

Suggested questions:

a. Who's your favorite sports figure? Do you identify with this person? Is this person of the same sex as you are?

b. Can you identify the sport with which each of the following athletes is associated?

Doris Brown	Rosemary Casals	Nancy Gunther
Mary Decker	Dorothy Hammel	Martha Watson
Kim Chase	Joan Moore Rice	Cathy Rigby
Janet Lynn	Mitzi McMillan	Lynn Colella
Chris Evert	Ludmilla Tourishcheva	Debbie Quatier
Iris Davis	Roxanne Pierce	Kathy Schmidt
Karen Janz	Margaret Court	Jane Blalock
Mickey King	Jo Harshbarger	Joanne Carner
Patty Johnson	Joanne Washum	Kathy Whitworth
Pat Bostrom	Janette Anderson	Nancy Thies
Shane Gould	Denise Anderson	Sharron Walker
Debbie Halle	Linda Metheny	

c. Do you read the sports page of a newspaper? What part does it play in your interest and involvement in sports?

2. Following the introductory discussion, divide the class into five groups. Give each group a sports coverage item.

Suggested items:

a. School newspaper
b. Local newspaper
c. Major newspaper
d. School annual
e. Sports magazine

3. Give each group a questionnaire to fill out about their specific sports item.

Suggested things to look for:

a. Length of both male and female articles
b. Number of male vs. female sports writers
c. Number of female vs. male sports articles
d. Types of female sports covered
e. Location of female sports articles (front page?)

4. Call the class together and chart on the board the data which each group acquired.

5. Class discussion should follow the charting of the data. Discussion should be directed toward an awareness of the ways in which the unequal coverage of sexes in sport affects each individual and the specific changes which should come about because of this new awareness.

Suggested questions for discussion:

a. Because there are more men than women in sports, should men receive more coverage? Is the coverage, today, proportional to the actual amount of sport activities of both sexes?

b. Are there differences in the ways in which male and female athletes are portrayed in the articles?

c. Does the lack of female sports writers affect the way in which women in sport are covered by the media?

d. Does one's identity with a sports figure increase one's interest in the sport?

RESOURCES

This is a selective list of those organizations and groups that have been actively engaged in educational change and who, as a result, have done research and produced materials necessary to people starting women's studies inservice courses or programs. Because there are many additional nonsexist curricular materials, we recommend that this bibliography be used in conjunction with *Feminist Resources for Schools and Colleges* (Carol Ahlum and Jacqueline M. Fralley, eds. Old Westbury: The Feminist Press, 1973), which contains a detailed listing of more than 500 source materials.

In addition, two relatively new books and one packet are particularly useful for the introductory inservice women's studies course and should be especially noted:

Sexism in School and Society by Nancy Frazier and Myra Sadker. New York: Harper & Row, 1973.
And Jill Came Tumbling After: Sexism in American Education edited by Judith Stacey, Susan Bereaud and Joan Daniels; New York: Dell, 1974.
Nonsexist Curricular Materials for Elementary Schools edited by Laurie Olsen Johnson. Old Westbury: The Feminist Press, 1974.

Committee to Study Sex Discrimination in the Kalamazoo Public Schools.
Created in 1971 by the Board of Education, the Committee to Study Sex Discrimination (CSSD), in cooperation with the staff of the Kalamazoo Public Schools, has been concerned with the development of programs and activities to eliminate sex-role stereotyping and sex discrimination in the educational program. A wealth of material has been produced as a result of their efforts. Materials that could serve as extremely useful guides to other school districts include various task force reports; *Recommendations for Eliminating Sex and Racial Discrimination in the Instruction Program, K-12, an Affirmative Action Program*; guidelines for print and nonprint material; and a supplement to elementary school readers, *Recommendations for Eliminating Sex Discrimination in the Reading Program*, which contains an annotated bibliography of the elementary-level trade books used in the local Kalamazoo schools. *CSSD, c/o Jo Jacobs, 732 Garland Ave., Kalamazoo, MI 49008.*

Education Development Center. A film-based semester high school course is in preparation at EDC, a nonprofit corporation engaged in educational research and development. The entire course will contain 10 films and curriculum units, the first of which, *Girls at 12*, is now available. *EDC, 55 Chapel St., Newton, MA 02160.*

Emma Willard Task Force on Education. As a result of its work in local schools, this independent group of Twin Cities women has completed a book of materials relating to sexism in education. It includes articles examining the problem, bibliographies, proposals for changes, classroom and group materials. *The Emma Willard Task Force on Education, P.O. Box 14229, Minneapolis, MN 55414.*

Feminists Northwest. This nonprofit education group has developed curriculum materials for combatting sex stereotyping: *Again at the Looking Glass* (language arts) and *Planning for Free Lives* (home economics or family living). They also have available a slide show, *Sex Stereotyping in Elementary School Books: The Hidden Curriculum*, based on their review of the content of the texts used in Seattle schools. *Feminists Northwest, 7347 20th Ave. NE, Seattle, WA 98115.*

New York State Education Department. Just released in July 1975, *Reviewing Curriculum for Sexism* is an excellent example of the work that has been done during the past several years by State Departments of Education. Initiated by the Task Force on Equal Opportunity for Women, the 88-page guidelines outline the procedures used by the New York State Education Department in examining its own publications for sexism. The booklet contains chapters that include: "Guidelines for Reviewers," "Plan of Action," "The Language of Sexism," "Stereotyping," "Balance vs. Imbalance" and "What Should Be Done About Biased Instructional Materials." (Be sure to contact your own State Education Department to see what they have done toward the elimination of sexual stereotyping in the schools.) *The University of the State of New York, The State Education Department, Division of Curriculum Development, Albany, NY 12234.*

National Education Association. The NEA has developed print and audiovisual materials "to help your school stop the stereotypic sorting of children by sex." *The NEA Edu-Pak on Sex-Role Stereotyping* contains 18 components, which can also be ordered individually. *NEA Customer Service, 1201 Sixteenth St. NW, Washington, DC 20036.*

The Ontario Institute for Studies in Education. Records, slides, articles, filmstrips, posters, photos, plays, newspapers, poems, drawings, stories, lists and booklets all comprise *The Women's Kit*, developed by a group of women under the auspices of The Ontario Institute. They are now at work on new material on women to complement the kit. *The Ontario Institute for Studies in Education, 252 Bloor St. W, Toronto, Ontario, Canada M5S 1V6.*

Project on Equal Education Rights. A project of the NOW Legal Defense and Education Fund, PEER will monitor and publicize enforcement efforts under federal law barring sex discrimination in education. *Holly Knox, Project Director, PEER, 1522 Connecticut Ave. NW, Washington, DC 20036.*

Project on Sex Equality in Guidance Opportunities, American Personnel & Guidance Association. The SEGO project, a national effort to provide technical assistance to help elementary and secondary school counselors and related educational personnel, has developed a multi-media kit including a new filmstrip, *A Chance to Choose. SEGO Project, APGA, 1607 New Hampshire Ave. NW, Washington, DC 20009.*

Project on the Status and Education of Women. The organization provides a clearinghouse of information concerning women in education and works with institutions, government agencies and other associations and programs affecting women in higher education. *Project on the Status and Education of Women, Association of American Colleges, 1818 R St. NW, Washington, DC 20009.*

Resource Center on Sex Roles in Education, The National Foundation for the Improvement of Education. The Center researches, compiles and disseminates information designed to assist school systems and state departments of education in combatting sexism. *Resource Center on Sex Roles in Education, NFIE, 1156 15th St. NW, Washington, DC 20005.*

Women's Action Alliance. As a result of their project on early childhood education, the WAA is able to offer nonsexist materials for young children as well as information on developing a nonsexist child-care center curriculum. *Women's Action Alliance, 370 Lexington Ave., New York, NY 10017.*

Women on Words and Images. Known for *Dick & Jane as Victims*, their definitive study of 134 school readers, Women on Words and Images now have new pamphlets and slide shows that explore the sexist content of foreign language textbooks, career education materials and prime time TV. *WOW, Dept. H, P.O. Box 2163, Princeton, NJ 08540.*

PUBLICATIONS OF THE FEMINIST PRESS' CLEARINGHOUSE ON WOMEN'S STUDIES

Female Studies VI. Closer to the Ground: Women's Classes, Criticism, Programs—1972. Eds. Nancy Hoffman, Cynthia Secor, Adrian Tinsley for the Commission on the Status of Women in the Modern Language Association. (1972) Essays on women's studies in the classroom, literary criticism from a feminist perspective, course materials.

Female Studies VII. Going Strong: New Courses/New Programs. Ed. Deborah Rosenfelt. (1973) Syllabi for over sixty recent women's studies courses; descriptions of twelve new programs. Introductory essay assessing recent developments in women's studies.

Female Studies IX: Teaching about Women in the Foreign Languages. Ed. Sidonie Cassirer for the Commission on the Status of Women of the Modern Language Association. (Forthcoming 1975) Listings and outlines of courses with a focus on women offered by departments of French, Spanish and German in colleges and universities across the country.

Female Studies X: Student Work—Learning to Speak. Ed. Deborah Silverton Rosenfelt. (Forthcoming 1975) The fruits of some five years of undergraduate women's studies courses on campuses across the country: a first play, a "group autobiography," poems, short stories, papers.

Feminist Resources for Schools and Colleges: A Guide to Curricular Materials. Eds. Carol Ahlum, Jacqueline M. Fralley. (1973) A selective guide to curricular materials at every level from the elementary school to the university—for teachers, students, librarians and parents who want to challenge sexism in education and create nonsexist and feminist curriculum.

High School Feminist Studies. Eds. Carol Ahlum and Jacqueline Fralley. (Forthcoming)
A collection of curricular materials in women's studies for and from the high schools, including essays, bibliography, teaching units.

Nonsexist Curricular Materials for Elementary Schools. Ed. Laurie Olsen Johnson. (1974) A collection of materials for the elementary teacher and student, including quizzes, checklists, bibliographies, workbook, model units.

Strong Women. Ed. Deborah Silverton Rosenfelt. (Forthcoming) Annotated bibliography of widely available paperbacks to help the teacher supplement the male-biased curriculm: fiction, autobiography, drama, poetry.

Women in the High School Curriculum. A Review of U.S. History and English Literature Texts. Phyllis Arlow and Merle Froschl. (1975)

Who's Who and Where in Women's Studies. Eds. Tamar Berkowitz, Jean Mangi, Jane Williamson. (1974) Complete directory of women's studies programs, courses and teachers, arranged by institution, department and instructor.

Women's Studies for Teachers and Administrators: A Packet of Inservice Education Materials. Eds. Merle Froschl, Florence Howe, Sharon Kaylen. (1975)

Women's Studies Newsletter. Quarterly containing articles on new women's studies programs, innovative courses, teaching techniques, curricular materials, book reviews, conference reports, bibliography, job information.

THE CLEARINGHOUSE ON WOMEN'S STUDIES

For the past five years, The Feminist Press' Clearinghouse on Women's Studies has functioned as an information resource, spreading news about women's studies, providing an information network and curriculum gathering service for elementary and secondary schools as well as colleges and universities.

We are now expanding to serve as a clearinghouse for school systems offering inservice courses in women's studies and for teachers who want to take such courses. If you would like to be kept informed of developments and would be willing to keep us informed of activities in your area of the country, please complete the form below and return it to: The Feminist Press, Clearinghouse on Women's Studies, Inservice Education, Box 334, Old Westbury, N.Y. 11568.

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